

Chinese

Code: 43971
ECTS Credits: 6

2025/2026

Degree	Type	Year
Teaching Chinese to Spanish Speakers	OB	0

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None

Objectives and Contextualisation

This module has three main objectives. First, present and familiarize students with the main authoritative sources in relation to Standard Chinese. Second, review the main trends of descriptive and pedagogical grammar of Chinese and its works of reference. Finally, analyze Chinese and Spanish contrastively at different language levels to identify those aspects that may present more difficulties for Spanish speakers.

Competences

- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Make a comparative analysis of linguistic and cultural aspects of Chinese and Spanish for teaching purposes.
- Make a critical self-reflection and identify strengths and weaknesses.
- Recognise the specific characteristics of Chinese language and culture to apply them to the teaching of Chinese for Spanish speakers.

- Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Learning Outcomes

1. Analyse and evaluate different linguistic approaches to any feature of Chinese grammar, for teaching purposes.
2. Analyse and evaluate fundamental texts on the Chinese language for teaching and reference purposes.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Describe the Chinese language for didactic purposes, covering all its aspects: phonology, morphology, lexis, syntax, pragmatics and discourse.
6. Identify and critically analyse the literature dealing with the respective linguistic characteristics of Chinese and Spanish.
7. Identify and find solutions for Spanish-speakers' main difficulties in learning Chinese.
8. Identify the main similarities and differences between Chinese and Spanish, in all their aspects, for pedagogical purposes.
9. Make a critical self-reflection and identify strengths and weaknesses.
10. Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Content

Block 1: Introductory aspects

- Terminology and key concepts related to TCFL
- Principles of Chinese writing
- Phonology and transcription of Standard Chinese
- Main authorized sources in relation to grammar and other reference materials I
- Syntax and pragmatics of Standard Chinese

Block 2: The grammar of modern Chinese

- Main trends of the descriptive and pedagogical grammar of Standard Chinese
- Words classes in modern Standard Chinese
- Analysis of difficult and important grammatical aspects of modern Standard Chinese
- Important teaching aspects of word classes
- Grammatical errors of adverbs I
- Parts of speech in modern Standard Chinese
- Complement types of modern Standard Chinese: resultative, potential, directional, etc.
- Important teaching aspects of subjects and numerals
- Error analysis of verbal reduplication
- Error analysis of the resultative complement
- Sentence types of modern Standard Chinese I: topic-comment, subject-predicate, adjectival predicate, etc.
- Error analysis of the potential complement
- Error analysis of the duration complement
- Sentence types of modern Standard Chinese I: shi-type (是) sentences, ba-type (把) sentences, double object sentences, passive sentences, etc.
- Error analysis of adverbs II
- Error analysis of the complement of manner
- Important teaching aspects of sentences I
- Superiority comparative sentences: characteristics, important aspects, and error analysis
- Emphatic sentences: with an interrogative pronoun, double negation, etc.

- Complex sentences: coordinated, progressive, etc.
- Subordinated complex sentences: causative, adversative, conditional, etc.
- Important teaching aspects of sentences II: complex and emphatic sentences
- Analysis and strategies for Chinese grammar teaching

Block 3: Contrastive analysis of Chinese and Spanish

- Introduction to contrastive analysis
- Contrastive analysis of phonological aspects of Chinese and Spanish
- Contrastive analysis of morphosyntactic aspects of Chinese and Spanish
- Contrastive analysis of discursive and pragmatic aspects of Chinese and Spanish

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Discussion	4	0.16	9, 10
Lectures	20	0.8	1, 2, 5, 3, 4
Problem-based learning	4	0.16	1, 2, 5, 6, 7, 8, 9, 10
Type: Supervised			
Oral presentations	1	0.04	3, 9
Project design and oral or written presentation	6	0.24	1, 2, 5, 6, 7, 8, 3, 4, 9, 10
Type: Autonomous			
Project writing	40	1.6	1, 2, 5, 6, 7, 8, 3, 4, 9, 10
Readings and documentation	50	2	1, 2, 5, 6, 7, 8, 3, 4

In this module both Spanish and Chinese will be used as working languages and various teaching methodologies will be followed. All of them presuppose an active role on the part of the students. Throughout the module, the following methodologies will be combined:

- Lectures
- Problem-based learning
- Practical activities
- Debates
- Preparation and oral or written presentations
- Supervised work

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in class	20%	2	0.08	6, 7, 8, 3, 4
Exam	20%	2	0.08	1, 2, 5, 6, 7, 8, 9, 10
Group synthesis activity	30%	6	0.24	1, 2, 5, 6, 7, 8, 3, 4, 9, 10
Portfolio	30%	15	0.6	1, 2, 5, 6, 7, 8, 3, 4, 9, 10

Description of continuous assessment by blocks:

- Group synthesis activity: 30%
- Portfolio: 15% (B1) + 5% (B2) + 10% (B3) = 30%
- Exam (B2): 20%
- Attendance and participation in class: 20% (to pass this course, attendance at 80% of classes is compulsory)

Single assessment

- Exam: 35%
- Portfolio: 30%
- Individual synthesis activity: 35%

Final assessment review will follow the same procedure as that followed for continuous assessment.

Bibliography

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Software

No specific software needed.

Groups and Languages

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	first semester	afternoon